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.ASBURY THEOLOGICAL SEMINARY
Department of Inductive Biblical Studies¹

NT(IBS)511
Mark

David L. Thompson
Spring 2003

I. General Description

This course seeks to introduce the various aspects of methodical, inductive Bible study, especially observation and interpretation. It intends, by study of Mark's Gospel, to foster Bible study which values orderly procedure, direct personal contact with the text, analysis of relations which hold between text units, and recognition of the book as the crucial context for interpretation.

The English Bible will serve as the text of entry for the study, with emphasis also on appropriate use of the Greek New Testament and "original language" skills and tools for interpreting the book of Mark.

II. Course Objectives

- A. Methodology. By the end of the course the student should be able evidentially and contextually to:
 - 1. Interpret the book-of-Mark-as-a-whole and any of its parts in light of the whole;
 - 2. Evaluate and apply passages thus interpreted.
- B. Content. The student shall be able to:
 - 1. Think through the contents of the Gospel of Mark studied in the course without recourse to the printed text, identifying strategic passages and delineating major themes;
 - 2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Gospel of Mark;
 - 3. Use a general knowledge of the historical and religious background of the Gospel of Mark in the interpretation of this book.
- C. Attitude. The student should desire and intend to:
 - 1. Apply the inductive method to other biblical books;
 - 2. Make the the Gospel of Mark the object of life-long study;
 - 3. Use the Gospel of Mark as a resource for preaching, teaching and living.

III. COURSE TEXTS & RESOURCES

- A. Required Texts
 - 1. Revised Standard Version. Any edition that gives an uncluttered text, without paragraph titles or other interpretive comments is recommended. NASB, NRSV, and NIV are also acceptable.
 - 2. Thompson, David L. Bible Study That Works. Revised edition. Evangel Press, 1994 (=BSTW).
 - 3. Bauer, David R. (ed.). Annotated Biblical Resources for Ministry. Hendrickson, 2003.
- B. Resources in Media Center

In my "Lectures Folder" on the T-Drive you will find a "Mark" folder. In this folder you can find

 - Hermeneutics Modules. These are written "lectures" on all the basic aspects of method and hermeneutics we will cover in class. They are all there as of the opening of class.
 - Mark Studies. Selected studies I have done on the gospel of Mark as a whole and on various units in Mark will be found there. Some units not assigned for class work will be there during the

¹At numerous points this syllabus reflects the collective wisdom of past and present members of the Department of English Bible of Asbury Theological Seminary. Particular appreciation is expressed to the late Dr. George A. Turner and to Dr. Robert A. Traina, Professors Emeriti of English Bible, and to Dr. David Bauer and Dr. Joseph Dongell, current members of the Department. Specifically the material in Appendix IV is adapted from material of Professor Dongell, and is used by permission.

whole class. Other units assigned for student work will not be in the folder until well after the class has done its own work on the text.

- **Powerpoint Slides.** Copies of all the Power point overheads/slides we use in class are also here. **IF YOU PRINT POWERPOINT SLIDES BE SURE TO MARK "PURE BLACK & WHITE" IN THE PRINT DIALOGUE BOX** in order to avoid pools of ink on your paper or the media center floor (It is not a pretty sight.).

IV. COURSE PROCEDURES

A. Inductive Study of Mark

The most important part of the course will be the student's own independent, direct studies of the Gospel of Mark, due at class time and on the dates assigned.

A word about "**independent.**" It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works (e.g., concordance, atlas, Bible dictionary in some cases) during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. When secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will certainly lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

Students from cultures where extensive, undocumented use of secondary sources is acceptable should give particular notice to this aspect of North American scholarly expectations.

Independent here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of NT(IBS)530. It is assumed that all work submitted for this course is the student's own work, done specifically for NT(IBS)511, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

Group consultation. In early stages of the course where group consultation is encouraged, students should still aim to participate in these consultations as independent contributors. Group participants will not simply reproduce and submit each other's work as their own.

B. Format

To facilitate handling by SPO personnel and also by my office, the following information will appear in upper right corner, front page.²

1. SPO number (main info needed by SPO)
2. Student's name (please print, large "font")
3. Lesson numeral and page number (IV-1, IV-2)
4. Date due/Date completed, in that order, e.g., "Due Feb 21/ Done Feb 19."

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted.

C. Evaluation and Feedback

1. Lessons. All lessons are due to be completed at class time as assigned for credit review. Selected lessons will be graded for written feedback.
2. Classroom instruction and interaction. Main source.
3. Peer consultation. Group work will be encouraged on several lessons to make insights and instruction from colleagues available.

²**The placement and order are important for SPO handling.** Do not use a title sheet with you name centered down in the middle of the page.

D. Grade Components. (See Seminarian: The Catalog Edition for grade values.)

1. Lessons. Selected lessons will be graded. These lessons will follow earlier experience and feedback on the skills used in the lesson to be graded. Lessons not graded will be reviewed, often given feedback, and will be graded on Credit/No credit basis. Paper evaluated as "No credit" will be returned with clear directions for "rewrite" to bring the work up to standard for credit.
 - a. Lessons I – XIV. 80%
 - b. Lessons XV-XVI 30%
2. Class attendance and completion of lessons. See "course requirements" below.
3. Late work. Work submitted or completed late may be accepted for credit but will not be given a letter grade, except in cases of emergency or by special arrangement with the professor.

E. Criteria for Excellence.

1. Induction. Base conclusions on the concrete evidence of the text. Reason inferentially.
 2. Accuracy. Observe accurately. Draw valid inferences from the text. Give references.
 3. Originality. Take a fresh approach to the material, using your own words and finding new ways of expressing biblical truth.
 4. Depth. Probe beneath the surface of the text to find those truths which are not self-evident as well as those that are.
 5. Organization. Systematize your findings so as to correlate similar ones and so as to indicate logical progression, relative importance and the intended interrelation of your ideas.
 6. Relative Thoroughness. Be as complete as possible within the time limits.
 7. Clarity. Try to express your thoughts in an unambiguous way.
- For further specifics of these and other criteria for excellence, see Appendixes.
8. Presentation. Present materials so that, even though they are "rough draft" versions, their organization is clear and understandable.

F. Course Requirements

1. Completion and submission of assignments and lessons in writing as assigned. At least 80% of the lessons must be completed to earn credit in the course, including the final two lessons.
2. Punctual attendance at all classes for the entire class. Two absences without penalty are allowed. Every absence beyond that will cancel credit for a lesson, unless provisions are made for make up work. The final session cannot be missed without penalty or make up.
3. Responsible handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class. This implies student initiative in asking questions and seeking help.

V. **INDUCTIVE STUDIES IN THE GOSPEL OF MARK:
Lessons in Methodical Bible Study Theory and Practice**

Suggestions for doing the lessons:

1. ***Always*** begin by direct analysis of the biblical text. ***Do not, in any lesson***, turn first to secondary sources of any sort, including the notes in a "study Bible." Interpretive resources will be well used in due time.
2. Read through an entire assignment before beginning it.
3. Recall that items numbered separately are often interrelated and best considered together and done in light of each other.
4. Review the "Suggestions" sheets often (Appendixes)
5. Aim at producing "revised study notes" not polished works of art. Easily readable, well organized material is a must. But invest major time in analysis and research rather than artistic production. Computer generated charts are a particularly common "black whole" for precious time.

GROUP ONE: LESSONS I - IV

To establish the base of your accountability for the course and to acquaint you with the contours of what we are about, read the Syllabus, I-IV, VI and look through Appendixes.

LESSON II. METHOD OVERVIEW

Due February 20

1. Read Bible Study That Works, revised edition. Write a critical interaction (not rehearsal of content) with this work. Emphasize questions, critique, reflections on the material. Length: 500 words for the body of the interaction, excluding headings, et. al.
2. Look through Robert Traina's Methodical Bible Study on reserve at the library. Note especially his sample of detailed observation and asking detailed interpretive questions, and his following comments upon the example, pp. 111-135. Note this resource and come back to it when we do detailed observation, interpretation below. List things you learned from this consultation of Traina and append this list, with a separate heading, to your critical interaction with BSTW.

LESSON III. SURVEY OF THE BOOK AS A WHOLE

Due February 27

Achtung!! Dieser Lesson Drei will nicht gegraden sein. Nicht zu frighten sein. Kalmen sie deiner hertzen, und relaxen sie deiner frazzlden nerven. Haben sie ein sehr gut time.

1. Orientation. Read the Gospel of Mark through quickly in one sitting. If possible have it read out loud, continuously in a group, hearing it as an overall story and making notes about emphases and movement. Then do numbers 2-9.
2. Materials. Identify the general and specific materials of the book, giving a brief title to each chapter.
3. Structure. Locate the main units and sub-units in the book, and identify the major structural relationships operative in the book as a whole (See App. I:5-9; BSTW 36-43; MBS 36-67).
4. Interpretive questions. Ask a few interpretive questions regarding each major structural relationship observed. Use the sample questions in Appendix III as a guide, but tailor/adapt these questions both to the specific materials here in Mark (See App. I:10-12; Appendix III; BSTW 44-49). (**Do not try to answer these now**. We will work toward an answer to them by studying the book itself over the semester. These questions will guide us in that process.)
5. Strategic passages. Based on your structural observations, identify key verses and strategic passages (single verses, paragraphs at most) which provide insight into the book as a whole (App. I:13).
6. Genre. If you were to describe "gospel" genre on the basis of this preliminary study of Mark, what would you list as its chief characteristics and goals.
7. Discourse context. Gather any evidence which might identify the writer(s), the implied readers, the reasons for composing the work as it is, etc. Note: proceed inductively here with regard to "critical" matters also. Do not consult various "introductions" to the book. Work inductively from the Gospel itself (App. I:14). See what you can, but do not make this a major point of your study now.
8. Chart. Present a summary of your findings in a single page chart form to use as a cover page, indicating both content (segment/chapter level up) and major, book level structure on the chart.

LESSON IV. MARK 1:14/15-45. SEGMENT SURVEY

Due March 4

Survey the segment 1:14/15-45 following these steps:

1. Specific materials. Give a brief title to each paragraph with which to recall its contents. (See App. I:5-9; BSTW 36-43; MBS 36-67).
2. Structure. Locate the main units and sub-units within the segment and the major structural relationships governing it.
3. Interpretive questions. Ask a few interpretive questions based on each major structural relationship observed (App. I:10-11; Appendix III; BSTW 37-41). (App I:13).
4. Key/strategic areas. Identify the key verses or strategic areas which provide insight in the segment as a whole.
5. Chart. Present your findings in a single page chart of this segment, showing both content and structure.

6. Impressions. Record any other major impressions pertaining to the segment as a whole.

LESSON V. MARK 2:1-3:6 SEGMENT SURVEY Due March 6
Apply the suggestions of Lesson III for surveying segments to 2:1-3:6.

LESSON VI. MARK 3:7-35 SEGMENT SURVEY Due March 11
Apply the suggestions of Lesson III for surveying segments to 3:7-35.

LESSON VII. MARK 13:1-37 SEGMENT SURVEY Due March 13
Apply the suggestions of Lesson III to 13:1-37

LESSON VIII. MARK 3:29-30. DETAILED OBSERVATION Due March 18

Examine 3:29-30 in detail. do independent study only. Use MBS, 31-36, 40-49, 72-79, and 111-135 as a guide. Ask interpretive questions relating to each observation made. Note these suggestions:

1. At this stage, experiment with the two-column format shown in MBS as a means of recording your observations.
2. Copy the clause unit upon which you are making a given set of observations.
3. Number observations and give verse references.
4. Go beyond grammatical analysis.
5. Avoid application altogether. Keep interpretation to a minimum, and be able to distinguish between observation, interpretation.
6. Make use of the original language as you are able.
7. Make note of major problems that arise as you proceed.

LESSON IX. MARK 2:29-30 INTERPRETATION. Due March 25

Interpret 3:29-30 using the exegetical determinants presented in class lectures and covered also in BSTW 49-64 and MBS 135-165. Interpret the passage selecting two or three of the most important questions raised in your detailed observation of the passage and by employing the exegetical determinants to answer these questions.

1. Tentatively determine which exegetical determinants are relevant to the question being answered.
2. Begin with the most important determinants, and try to bring their evidence to bear on the interpretive question being answered.
3. Using inferential reasoning, indicate the possible conclusion or conclusions to which each piece of evidence (or in some cases pieces or clusters of evidence) points. These conclusions, or inferences, should point toward possible answers to the interpretive question.
4. At the close of the study, if more than one possible answer has emerged to some aspect of your question, summarize the data supporting each possibility. If evidence is conclusive, indicate your finding. If not, suspend judgment.
5. Make periodical summaries of your findings.
6. Identify the major problems of methodology as you proceed.
7. Keeping in mind that the last exegetical determinant to be examined is secondary sources, after independent study check at least two secondary sources. Be sure to identify each secondary resource used by author, title and page.

LESSON X. MARK 4:1-34 SEGMENT SURVEY & INTERPRETATION Due April 1

1. Survey.
Survey this segment following the suggestions in Lesson III.
2. Interpretive Analysis
Identify the primary components and structure of each parable. On the basis of your study, attempt to state in a sentence or two the main point of the parable.
3. Synthesis
What is the nature and purpose of the parables according to this segment? Note the significance of 4:10-12 and compare Lk. 6:9-10, Matt. 13:10-15; Luke 8:9-10; John 12:36b-40.

READING WEEK: APRIL 7-11, 2003

LESSON XI. MARK 4:34-5:43. SEGMENT SURVEY.

Due APRIL 15

1. Survey
Survey 4:34-5:43 following the suggestions of Lesson III.
2. interpretive Analysis
Study the fear/faith themes in this segment.

LESSON XII. MARK 7:24-8:30 SEGMENT SURVEY AND INTERP

Due April 22

- Survey this segment following Lesson III.
1. Interpretation
Using mainly the exegetical determinants of context, word use, and historical context determine the meaning of Jesus' warning regarding "The Leaven of the Pharisees and the leaven of Herod." Reflect on the significance of your findings for the meaning of the larger segment of which this verse is a part.

LESSON XIII MARK 8:31-9:2 DETAILED OBSERVATION

Due April 29

Examine these paragraphs using the suggestions of Lesson VII. With a passage of this length, you will need to be *selective* regarding the items investigated. You should still proceed at a level of considerable detail.

LESSON XIV. MARK 8:34 INTERPRETATION

Due May 1

Interpret 8:34 in its passage and book context, following the suggestions of Lesson XV.

LESSON XV. MARK 11:1-12:44 SECTION SURVEY

Due May 6

Survey this section following the segment survey suggestions in Lesson III.

LESSON XVI. MARK 14:1-16:8/20 SECTION SURVEY.

Due MAY 13

1. Survey the section, 14.1-16.8, using Lesson III as a guide.
2. Briefly analyze the addition(s) 16.9-20.
3. On the basis of these analyses and other observations you may make, reflect on the possible significance of these verses for one's understanding of the 14.1-16.8/20 unit and for meaning of the book as a whole.

LESSON XVII. MARK 15:34-39.

Due 8:00 a.m., Monday, May 19

1. Interpret this passage, following the suggestions for detailed observation and interpretation in Lessons VIII & IX.
2. Select two or three questions which you think are most important to understanding the passage and deal with them thoroughly.
3. Briefly evaluate and apply your findings, following instruction in class.

VI. Select Bibliography

See Bauer, Annotated Biblical Resources for Ministry, for Biblical Theology and commentaries on the whole Bible; for NT commentaries; for other works on Mark and for exegetical method.
In addition, note particularly:

- A. GOSPEL OF MARK (ESPECIALLY RECOMMENDED FOR THIS CLASS)

Anderson, Hugh. The Gospel of Mark. The New Century Bible Commentary. Eerdmans, 1976.
Cole, R. Alan. Mark. Revised edition. Tyndale New Testament Commentaries. Eerdmans, 1989.
Guelick, Robert A. Mark 1-8:26. vol. 34A Word Biblical Commentary. Word, 1989.
Evans, Craig. Mark 8:27-16:20. vol. 34B Word Biblical Commentary. Word, 1997.
Hooker, Morna D. The Gospel According to Mark. Black's New Testament Commentary. Hendrickson, 1991.
Mann, C. S. Mark. The Anchor Bible. Doubleday, 1986.
Gundry, Robert H. Mark: A Commentary on His Apology for the Cross.
Williamson, Lemar. Mark. Interpretation. John Knox, 1983.

B. CULTURAL, HISTORICAL CONTEXT, recent works

de Silva, David. *Honor, Patronage, Kinship & Purity*. IVP, 2000.
Hanson, K. C. & Douglas E. Oakman, *Palestine in the Time of Jesus: Social Structures and Social Conflicts*. Minneapolis: Fortress Press, 1998.
Horsley, Richard A. *Hearing the Whole Story: The Politics of Plot in Mark's Gospel*. Louisville: Westminster John Knox Press, 2001. 296 pp.
Pritchard, James B. The Harper Collins Concise Atlas of the Bible. HarperSanFrancisco, 1991. 151 pp.
Theissen, Gerd. *The Shadow of the Galilean*. Fortress, 1986.

C. WORD STUDY RESOURCES

Concordances and Indexes

- † Alsop, John., ed. An Index to the Revised Bauer-Arndt-Gingrich Greek Lexicon. Zondervan, 1979. Ref PA 881 .R38 1979
- † Kohlenberger, John R., III, and Edward Goodrick, eds. The NIV Exhaustive concordance. Zondervan, 1990. [Keyed to Strong's concordance.]
- † Kohlenberger, John R., III, Edward Goodrick, and James A. Swanson, eds. The Greek-English Concordance of the New Testament. Zondervan, 1993.
- † Strong, James. Exhaustive Concordance of the Bible. Repr. Abingdon, 1973. Ref BS 425 .S8 [Worthless as a dictionary/lexicon, but useful as a concordance and key to several other study resources which are "keyed" to Strong's word identification numbers.]
- † Wigram, George V. The Englishman's Greek Concordance and Lexicon of the New Testament. Hendrickson, 1995. Keyed to Strong's, the Bauer-Arndt-Gingrich Greek Lexicon, Thayer's Greek-English Lexicon, and TDNT.
- † Wigram, George V. The Englishman's Hebrew Concordance of the Old Testament. Hendrickson, 1995. Keyed to Strong's and Brown-Driver-Briggs Lexicon.
- † Young, Robert. Analytical Concordance of the Bible. Revised edition. Reprint. Hendrickson, 1984.

Wordbooks and other Resources

- Balz, Horst and Gerhard Schneider, eds. Exegetical Dictionary of the New Testament. 3 vols. Eerdmans, 1991.
- Barclay, William. New Testament Words. S.C.M., 1964.
- † Brown, Colin, ed. New International Dictionary of New Testament Theology. 3 vols. Zondervan, 1975-78. Ref BS 2397 .N48
- Kittel, Gerhard, ed. Theological Dictionary of the New Testament. 10 vols. Eerdmans, 1958. Ref PA 881 .K513
- Spicq, Celsas. Theological Lexicon of the New Testament. 3 vols. Hendrickson, 1994.
- Trench, Richard. Synonyms of the New Testament. 1880. Reprint. Eerdmans, 1953. BS2385 .T7 1953
- Turner, Nigel. Christian Words. Attic Press, 1980. Ref PA 881 .T87 1980
- Vincent, Marvin R. Word Studies in the New Testament. 4 vols. Scribners, 1900. Ref BS 2385 .V5
- † Vine, W. E. An Expository Dictionary of New Testament Words. Revell, 1966. Ref PA 881 .V75 1966

† Particularly helpful for students without competence in biblical languages.

†Winter, Ralph D. and Roberta H. Winter, eds. The Word Study New Testament. Wheaton, IL: Tyndale House Publishers.

†Zodhiates, Spiros, ed. The Complete Word Study New Testament, King James Version. Chattanooga: AMG Publishers, 1993.

D. BIBLIOGRAPHIES FOR BIBLICAL AND THEOLOGICAL STUDIES

Barker, Kenneth L. and Bruce K. Waltke. Bibliography for Old Testament Exegesis and Exposition. Ed. Roy B. Zuck. Dallas Theological Seminary, 1975.

Bauer, David R. (ed.). Biblical Resources for Ministry. Revised edition. Evangel Press, 1995.

Childs, Brevard S. Old Testament Books for Pastor and Teacher. Westminster, 1977.

Moo, Douglas, ed. An Annotated Bibliography on the Bible and the Church. Compiled for the Alumni Association of Trinity Evangelical Divinity School, 1986.

Scholer, David M. A Basic Bibliographic Guide for New Testament Exegesis. Second edition. Eerdmans, 1973.